

THE INFLUENCE OF SELF-DIRECTED DIALOGUE TO THE SECOND GRADE STUDENTS' SPEAKING ABILITY

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ABSTRACT

The purpose of this research was to investigate the effectiveness of using Self-directed Dialogue Technique in improving the second grade students' speaking ability of SMP Negeri 2 Palasa. The quasi-experimental research design was used by involving experimental and control groups. The research samples were VIII A as the experimental group with 19 students and VIII B as the control group with 20 students selected by purposive sampling technique. In collecting the data, the researcher gave pre-test and post-test to both experimental and control groups. The treatment was given only to the experimental group. The data were analyzed statistically in order to find out the significant difference of students' achievement in pre-test and post-test. The mean score of pre-test of the experimental group was 43.8 while the control group was 37.4. The mean score of the post-test of experimental group was 64.04 while the control group was 51.6. By using the 0.05 level of significance and 37 as the degree of freedom ($df = N_x + N_y - 2 = 20 + 19 - 2 = 37$), the researcher computed the data and found that the value of the t-counted (2.73) was higher than the t-table (2.02). It means that the hypothesis is accepted. In other words, using self-directed dialogue technique can influence the students' speaking skill at the second grade of SMP Negeri 2 Palasa.

Keywords: Self-Directed Dialogue, Influence, Speaking Skill

Penelitian ini bertujuan untuk menyelidiki keefektifan dan teknik self-directed dialogue dalam meningkatkan kemampuan berbicara siswa kelas dua di SMP Negeri 2 Palasa. Desain yang digunakan adalah quasi-experimental yang melibatkan kelompok eksperimen dan kelompok kontrol. Sampel penelitian ini adalah kelas VIII A sebagai eksperimen kelas yang terdiri dari 19 siswa dan VIII B sebagai kontrol kelas yang terdiri dari 20 siswa. Sampel dipilih melalui teknik purposive sampling. Dalam pengumpulan data, peneliti memberikan dua jenis tes, pre-test dan post-test. Tindakan diberikan hanya untuk kelompok eksperimen, sedangkan kelompok kontrol tidak menerima tindakan. Data dianalisis secara statistik untuk mengetahui perbedaan antara hasil siswa sebelum pre-test dan post-test. Skor rata-rata pre-test eksperimen adalah 43.8 sedangkan kontrol adalah 37.4. Skor rata-rata post-test eksperimen adalah 64.04 sedangkan kontrol adalah 51.6. Dengan menggunakan level of significance 0.05, di temukan bahwa nilai dari t-counted (2.73) lebih tinggi daripada nilai t-table (2.02). ini berarti hypothesis diterima. Dengan kata lain, penggunaan self-directed dialogue tehnik dapat meningkatkan kemampuan berbicara siswa kelas dua di SMP Negeri 2 Palasa.

Kata kunci: self-directed dialogue; pengaruh, kemampuan berbicara.

INTRODUCTION

Speaking, as one of the productive skills, is a process of delivering ideas that requires a language as a tool for communication; it becomes an interesting topic to discuss in learning English language. Speaking skill will show how well someone can arrange the words in order to express their thoughts or feelings so that people can understand them.

Learning speaking as a foreign language cannot be separated from learning speaking

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components, i.e. fluency, accuracy, and comprehensibility. It can be presumably assumed that mastering those three components are the essential signs of getting mastery in speaking.

The standard competencies for speaking that should be mastered by the second grade students of junior high school are, (1) expressing meaning in a simple transactional and interpersonal conversation in

performing interaction with surrounding. (2)
Expressing meaning in spoken functional texts

and a plain monologue in the form of descriptive and recount texts in performing interaction with surrounding. For achieving the literacy, especially in speaking, learners should express their opinions fluently with suitable word choice and should understand the meaning of the word. In addition, they need to know how to use the language, properly and correctly.

The goal of teaching English at SMP Negeri 2 Palasais to provide students to be able to use the language. The students are directed to be able to express ideas, feelings, and opinions, and use the language to communicate with other in daily life. For students in SMP Negeri2 Palasa, especially in second grade, lack of vocabulary and interest in English, make them difficult to learn. For students in SMP Negeri 2 Palasa, the accuracy and comprehensibility is not good enough. The students get difficulties to express their ideas freely in speaking activities. Most of the students in school are reluctant to speak and have low ability in speaking due to several reasons: the teacher do not give sufficient time for the students to practice speaking in the class and he also rarely use English in the classroom; the students are afraid of making mistakes and hesitant to speak in order to communicate their ideas; the students also have limited English words (vocabulary) and do not know how to construct meaningful phrases and sentences in delivering their ideas. Further, the researcher could conclude that the students speaking ability were low.

Regarding with the variation problems above, variation teaching also affects the result of the teaching process especially for the students' ability in speaking. An interactive teaching technique will encourage students to be more active in learning process. The technique is used to design classroom activities that involve guidance and practice in improving their speaking ability.

The researcher considered that it is necessary to find out an alternative way to provide a suitable and an interesting technique related to the students' condition. In this case, he should give the students more opportunities to speak during the teaching and learning

process. One way to give the students opportunity to practice language is a dialogue. Dialogue made the students practice and use the language according to the language function and situation. The language function is communication which requires someone to speak or to communicate with someone else. Thus, dialogue can be used as a technique to practice for the students.

There are many kinds of dialogue techniques that can be exerted by the teacher in teaching speaking. One of those is Self-directed dialogue technique. It is an activity combining a role-playing or a simulation strategy with a vehicle for real communication or a contextual practice, (Joiner, 1978). The conversation between two students is principally controlled by the teacher's directions that consist of series of commands.

In the Self-directed dialogue, the students are instructed to play a role in which the situation of the conversation is built around the focal point or we can call as prop. Joiner (1978), argues that Self-directed Dialogue, however, call for students to work in pairs and places, the responsibility for communication chiefly on the learner and the conversation based on the prop. Further, the students are instructed to ask specific questions and to supply specific answers that relating to the prop.

RESEARCH METHOD

In this research, the researcher applied quantitative method in the form of quasi-experimental research, specifically non-equivalent control group design. Badmus, Okonkwo, and Okoh (2012:59) stated that quasi-experimental research is actually similar to true-experimental research use randomized groups, yet the quasi-experimental research does not.

In addition, the researcher conducted the research in the control and experimental group. First of all, he tried to use pre-test and post-test which will be given to both control and experimental class. The pre-test was used to find out the students' speaking ability before they get treatment. After giving the pre-test, the researcher gave a treatment, Self-directed Dialogue Technique to the experimental group in teaching speaking while the conventional method used by teachers in the school selected by the researcher was utilized in the control group. Last, post-test

was given to both experimental and control group afterward.

The population of the research was the second grade students of SMP Negeri 2 Palasa. The number of the students was 39 divided into two parallel classes VIII A and VIII B. VIII A with 19 students and VIII B with 20 students. The sample of this research was drawn by applying purposive sampling technique. VIII B was the control group and VIII A was the experimental group.

Based on the title, the researcher used two variables. The dependent variable was speaking ability, while the independent variable was the influence of Self-Directed Dialogue. In this case, the independent variable was the technique used to improve the second grade students' speaking ability of SMP Negeri 2 Palasa.

In collecting the data, the researcher used one kind of instruments. It was tests. The tests were conducted twice. Pre-test and post-test after the treatment. These tests examined the influence of Self-Directed Dialogue technique in improving the second grade students' speaking ability of SMP Negeri 2 Palasa. The technique was an oral method. The researcher gave a monologue test as a tool to measure the students' ability. The students were given a chance to respond the questions by doing monologue. The voiced recorder was used to record the test.

For collecting data, the researcher employed pre-test and post-test. The pre-test was used to find out the students' prior knowledge in speaking skill before the treatment. The post-test was administered after the treatments in order to know if there is the different achievement in speaking or not. After getting the data, the researcher analyzed the data from the results of the pre-test and the post-test.

For analyzing the data, the researcher used statistical analysis. To compute the students' score, the researcher firstly used the formula proposed by Arikunto (2002:225). Secondly, after getting the students' individual score, the researcher counted the students' mean score both pre-test and post-test using the formula by Ary, Jacobs & Sorensen (2010:108-109). Afterward, the researcher calculated the mean of deviation of both control and experimental groups. Then, the researcher used square deviation formulas.

After calculating, the researcher applied them into t-test in order to find out whether or not there is an effect of the treatment that is self-directed dialogue technique for the experimental group in improving the students' speaking skill. The t-test formula is proposed by Arikunto (2006).

FINDINGS

In presenting the data, the researcher analyzed the data taken from the pre-test and post-test in order to find out whether or not the use of self-directed dialogue can give a significant contribution in teaching English to the students, especially in improving the second grade students' speaking ability of SMP Negeri 2 Palasa. Before the treatment, the researcher gave the pre-test conducted on July 23rd and 24th, 2018. The control group got pre-test on July 23rd, while the experimental group on August 24th. In pre-test, the researcher asked the students several questions. Those tests were administered in order to measure the students' prior speaking ability. The researcher counted the mean score of the students by applied formula was proposed previously. The result of pre-test is presented in the following table:

Table 1. The Pre-test Result of the Experimental Group

No	Initials	Individual score
1	AP	50.0
2	AF	33.3
3	AS	50.0
4	AM	33.3
5	AN	50.0
6	DD	66.7
7	FN	50.0
8	FR	33.3
9	LE	50.0
10	LS	33.3
11	MG	33.3
12	MD	33.3
13	MI	50.0
14	NR	33.3
15	RD	50.0
16	SZ	33.3
17	TA	33.3
18	UI	50.0
19	ZD	66.7
Total		833.1
Mean score		43.8

Based on the table above, the researcher discovered that all of the students in experimental group are failed on the pre-test because their score are under the standard score ≤ 75 . That are 2 students receiving 66.7 as the highest score, and 9 students receiving 33.3 as the lowest score. After counting the pre-test score of the experimental group, the researcher calculated the mean score of the students is 43.8

Table 2. The Pre-test Result of the Control Group

No	Initials	Individualscore
1	AS	33.3
2	AD	33.3
3	AK	50.0
4	AL	33.3
5	AAS	33.3
6	AB	50.0
7	AI	33.3
8	ABC	33.3
9	DN	33.3
10	FA	33.3
11	HM	50.0
12	IK	33.3
13	II	33.3
14	LA	50.0
15	LT	33.3
16	MT	50.0
17	MA	33.3
18	ME	33.3
19	MRS	33.3
20	MSK	33.3
Total		749.5
Mean score		37.4

Based on the table above, every students could not achieve the standard score 75. It means that all of students in control group failed on the pre-test. The highest score are 50 and the lowest score is 33.3. After counting the pre-test score of control group, the researcher calculated the mean score of the students by applying formula which is proposed in previous chapter. The calculation of the students' means score in control group is 37.4.

The mean score of pre-test in experimental group is 43.8 and 37.4 for control group. The highest score is 66.7 and the lowest score is 33.3. it indicated that the level of speaking skill of both experimental and control group was nearly equally low.

There is no students who can achieve the minimum score of mastering learning 75.

The post-test was conducted in order to find out the progress of students's speaking ability after the treatment. It was given both experimental group and control group by using the equivalent form of the pre-test. The post-test of control group was conducted on August 20th, 2018, while the post-test of the experimental group was conducted on August 24th, 2018. The result of the post-test is presented in the following table.

Table 3. The Post-test Result of the Experimental Group

No	Initials	Individualscore
1	AP	66.7
2	AF	50.0
3	AS	66.7
4	AM	66.7
5	AN	83.3
6	DD	83.3
7	FN	66.7
8	FR	66.7
9	LE	83.3
10	LS	50.0
11	MG	66.7
12	MD	50.0
13	MI	66.7
14	NR	50.0
15	RD	83.3
16	SZ	66.7
17	TA	66.7
18	UI	66.7
19	ZD	66.7
Total		1216.9
Mean score		64.04

After the treatment, there are 4 students who passed on the post-test and get 83.3 as the highest score, and 4 students who get 50 as the lowest score. Next the researcher calculated the mean score of the post-test of experimental group is 64.04.

From the calculation above, the researcher found that the mean score of the experimental group on post-test is 64.04. It shows that there is a significance improvement of the students speaking accuracy and comprehensibility; it rises from 43.8 to 64.04.

Table 4. The Post-test Result of the Control Group

No	Initials	Individualscore
1	AS	50.0

2	AD	50.0
3	AK	50.0
4	AL	33.3
5	AAS	50.0
6	AB	66.7
7	AI	33.3
8	ABC	50.0
9	DN	50.0
10	FA	50.0
11	HM	83.3
12	IK	50.0
13	II	50.0
14	LA	83.3
15	LT	33.3
16	MT	66.7
17	MA	50.0
18	ME	50.0
19	MRS	50.0
20	MSK	33.3
Total		1033.2
Mean score		51.6

Based on the table above, there are 2 students can pass the post-test and get the highest score 88.3. the lowest score is 50. The total score is 1033.2. the calculation of the mean score of the post-test of control group is 51.6.

From the calculation above, the researcher found that the mean score of control group on the post-test is 51.6. It shows that the mean score of the experimental group on post-test (64.04) is higher than the mean score of control group (51.6). It can be assumed that the improvement of the experimental group is more significant than control group. It means that the treatment using Self-Directed Dialogue technique applied in the experimental group is effective in improving students' speaking accuracy and comprehensibility.

Table 5. The Deviation Pre-test and Post-test Result of Experimental Group

No	Initials	Individual score		Deviation
		Pre-test	Post-test	
1	AP	50.0	66.7	16.7
2	AF	33.3	50.0	16.7
3	AS	50.0	66.7	16.7
4	AM	33.3	66.7	33.4
5	AN	50.0	83.3	33.3
6	DD	66.7	83.3	16.6
7	FN	50.0	66.7	16.7
8	FR	33.3	66.7	33.4

9	LE	50.0	83.3	33.3
10	LS	33.3	50.0	16.7
11	MG	33.3	66.7	33.4
12	MD	33.3	50.0	16.7
13	MI	50.0	66.7	16.7
14	NR	33.3	50	16.7
15	RD	50.0	83.3	33.3
16	SZ	33.3	66.7	33.4
17	TA	33.3	66.7	33.4
18	UI	50.0	66.7	16.7
19	ZD	66.7	66.7	0
Total				433.8

The mean score of deviation of pre-test and post-test of experimental group is 22.8.

Table 6. The Deviation Pre-test and Post-test Result of Control Group

No	Initials	Individual score		Deviation
		Pre-test	Post-test	
1	AS	33.3	50.0	16.7
2	AD	33.3	50.0	16.7
3	AK	50.0	50.0	0
4	AL	33.3	33.3	0
5	AAS	33.3	50.0	16.7
6	AB	50.0	66.7	16.7
7	AI	33.3	33.3	0
8	ABC	33.3	50.0	16.7
9	DN	33.3	50.0	16.7
10	FA	33.3	50.0	16.7
11	HM	50.0	83.3	33.3
12	IK	33.3	50.0	16.7
13	II	33.3	50.0	16.7
14	LA	50.0	83.3	33.3
15	LT	33.3	33.3	0
16	MT	50.0	66.7	16.7
17	MA	33.3	50.0	16.7
18	ME	33.3	50.0	16.7
19	MRS	33.3	50.0	16.7
20	MSK	33.3	33.3	0
Total				283.7
Mean score				

The mean score of deviation of pre-test and post-test of control group is 14.28.

After getting the mean score of pre-test and post-test of the experimental and control group, the researcher continued finding out the deviation and the square deviation. The researcher found that the total deviation of experimental group is 433.8 and the square deviation score of the experimental group is 11683.3, while the total deviation of control

group is 283,7 and the total square deviation of control group is 5843,57.

Moreover, in order to gain the value of t -counted, the researcher needs to analyze the significant difference of both groups statistically by using the t -test formula which is proposed by Arikunto (2006). By applying the t -test formula, the researcher found that the value of t -counted in this research is 2.73. Since the researcher has found that the t -counted of this research, she then continued counting the t -table by applying the degree of freedom (df) = $N_x + N_y - 2 = 19 + 20 - 2 = 37$ with the level of significance 0.05 for two-tailed test. However, there is no (df) 37 in the t -table list, the researcher must compute the t -table by using the interpolation formula. Finally, the researcher found that the t -table of this research is 2.021. Thus, it can be inferred that the hypothesis of this research is accepted because the value of t -counted was higher than the value of t -table. It means that the use of elicitation technique can improve the students' speaking skill of the eighth grade at SMP Negeri 2 Palasa.

DISCUSSION

The researcher used the test to collect the data of this research. The test were pre-test and post-test. Pre-test is used to find out the basic skill of the students in speaking before the treatment. It is given to measure the students' accuracy and comprehensibility. The researcher conducted the pre-test for both experimental and control group on July 23rd and 24th, 2018. The control group got pre-test on July 23rd at 11.15 a.m., while the experimental group on July 24th at 7.15 a.m.

The mean score of pre-test in experimental group is 43,8 and 37,4 for control group. The highest score for both of the group is 66,7 and the lowest score is 33,3. It indicated that the level of speaking skill of both experimental and control group in pre-test was nearly equal before the treatment most of the students got low scores.

After conducting the pre-test to the experimental and control group, the researcher conducted the treatment to the experimental and control group for eight meetings. The researcher focused on students' accuracy and comprehensibility. Both experimental and control group were taught the same teaching materials. The researcher applied Self-

Directed Dialogue technique as the treatment to experimental group. While the researcher did not use this technique in teaching speaking to control group. It is in order to find out whether Self-Directed Dialogue technique can improve students speaking skill or not.

After the treatment, the post-test was conducted. The pre-test was conducted in order to find out the progress of students' speaking accuracy and comprehensibility after the treatment. The post-test was conducted for both experimental and control group. The mean score of post-test in experimental group is 64,04. It means that there is the significant improvement after did the treatment. While the mean score of the post-test in control group is 51,6. There is an improvement of the result of the control group. It showed that both of the groups had progress. Furthermore the researcher found that the t_{counted} value (2,73) is higher than t_{table} value (2,02). It means that the researcher hypothesis is accepted.

There are several strengths of Self-Directed Dialogue technique that made students achieve the improvement in speaking accuracy and comprehensibility in teaching and learning process. The strengths of Self-Directed Dialogue technique in improving students' speaking skill are presented in the following paragraphs:

There are several strengths that made the students achieve the improvement in speaking ability, especially in describing things. Firstly, the students could work in pair, which made them could share their answers and solved the problems in learning. Secondly, the Self-Directed Dialogue technique increased student's confidence in ability to think by themselves and to learn from the other students. So that, the students do not depend on their teacher. Thirdly, this technique made the students have motivation to speak because it encouraged students to speak in front of the class every meeting.

There are also several problems when the researcher applied the Self-directed dialogue technique in his research. Firstly, some students disliked work in pair, because they felt uncomfortable working with others. Secondly, in first and second meetings, some students wanted to work with their close friend only, it made the researcher difficult to pair them in each meeting. Thirdly, students who were less responsible in the task would not do

it with their partner, or just watch their partner doing it by themselves. To avoid that condition, the researcher asked the students to work together with their seatmate. It was comfort for the students to speak with person that is familiar for them. They talked openly and not being hesitant to share and communicate their ideas. It also made the researcher easier to put the students in pairs.

After using the Self –Directed dialogue technique, there is increasing value of the students in speaking ability. It is the post-test data is higher than pre-test data. Based on the result of this research, especially on the previous analysis, by seeing the hypothesis verification and data analysis, it showed that their ability in speaking can improve in the result of post-test. Thus, it can be concluded that the Self–Directed dialogue technique can improve the students’ speaking ability and also solve the students’ problems.

CONCLUSIONS

Based on findings and discussions, it can be drawn a conclusion that the use of the Self-directed Dialogue technique improves the second grade students’ speaking ability of SMP Negeri 2 Palasa. The result of data analysis shows that the t-counted (2.73) was greater than the t-table (2.02). By looking at the result of t-counted and t-table, it means that the researcher hypothesis is accepted.

The previous statement answers the problem statement that the use of Self-directed Dialogue technique can improve the second grade students’ speaking ability of SMP Negeri 2 Palasa.

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